DOCUMENT RESUME

ED 144 872 HE 009 259

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TITLE A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C.
PUB DATE 77
NOTE 33p.; Study conducted as dissertation requirements for Ed.D degree

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrative Personnel; Administrator Background; *Administrator Characteristics; Bibliographies; *Career Choice; College Deans; Employment Opportunities; *Equal Opportunities(Jobs); *Females; Higher Education; Presidents; Professional Recognition; Role Conflict; *Sex Discrimination; *Surveys; Women Professors; Working Women

ABSTRACT

Personal, educational and professional data were collected and analyzed about 27 women administrators in top-level administrative positions. A semistructured personal interview was conducted with 20 of the 27 who were in positions that fall within the first three highest-ranking administrative positions in the nine institutions of higher education in the District of Columbia. Titles of the positions were: president, vice president, administrative dean, and dean. Data were also gathered from nonadministrator women faculty members with similar backgrounds to the administrators. Focus was on career influences, career barriers, aspirations, and role conflicts. Recommendations for overcoming barriers are discussed. A 90-item bibliography is included. (Author/LBH)

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ED144472

A Profile of Top-Level Women Administrators in Higher Education in Washington, D. C.

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HE009259

This Study was conducted as Dissertation Requirements for

Ed.D Degree -- Expected Completion

Spring 1977

As recent as one decade ago the hopes of most women for top-level positions in higher education centered of necessity on the colleges and universities founded for the education of women. Some women, however, who were privy to certain freedoms from household work and rearing of children used those periods to educate themselves, to persue the arts, and to learn about the intricacies of administration and supervision.

During the period of World War II and the drain on the manpower pool, women were required to fill many positions previously reserved exclusively for men. Since that time, the overall percentage of women in higher education has been decreasing. But women left their marks of acceptance throughout the business world.

The education population continues to increase and the rising pressures from the government and women's rights groups upon institutions to attract more women members of the education profession and of the institutions of higher education at large to attract more women into key decision-making positions; and therefore, to make available more career options for women in higher education.

As recent as 1974 Gager stated that educational administration is a very secure male monopoly protected by custom, professional organizations, and governmental agencies at all levels. It is essential, however, that higher education examine more closely the potential of women who are able to perform administrative functions.

Some important considerations in approaching the problem of enhancing career opportunities for women relate to changing roles women occupy today and concepts about appropriate sex roles which exist in the society.

Despite the early evidence that women were involved in non-traditional positions, little substantive investigations of their unique backgrounds have been made (Johnson and O'Brien, 1976).

The research about women administrators conducted mostly by males, compared women to the male standards for administrators. Very recently, more and more space and time has been devoted to women about women in magazines and in women's professional journals. But women educators still find few women models who are in major administrative positions in the various segments of higher education. These women who are there must have in common some qualities that women seeking non-traditional positions may find helpful. Counselors and advisors, both women and men, should be aware of these characteristics as they encourage and guide newer generations of women to enter the educational profession.

Consequently, the researcher thought it useful to explore the backgrounds of those women in top-level administrative positions to determine what is, rather than to predict; to discover significant variables among the women; to discover relationships among variables and to lay the groundwork for later, more systematic and rigorous testing of hypothesis.

In response to the suggestion that young women college students have few top-level women administrators in their environment; and that, they, therefore lack models for achievement in non-traditional administrative positions in higher education (Tidball, 1973), a study was undertaken and a profile of the top-level woman administrator in a major urban setting in the United States was developed.

The study was designed to collect, analyze and collate personal educational and professional data about twenty-seven (27) women administrators in top-level administrative positions in Washington, D.C. The personal data was collected from resumes to save time in the interviews. A semi-structured personal interview was conducted with twenty (20) of the twenty-seven (27) women who were in positions which fall within the first three highest ranking administrative positions in the nine (9) institutions of higher education in the District of Columbia (Education Directory, 1974-75).

The titles of the administrative level positions were: President; Vice President; Administrative Dean, and Dean. The women in the study held the following positions: one President, six (6) Vice Presidents, thirteen (13) Deans, with one Dean of Nursing refusing to participate, indicating that she was tired of answering questions about women administrators. Six (6) women administrators were not in their top level administrative position when the interviews actually got started, one had retired, and five others had moved out of their administrative positions.

The titles of Dean of Women, Dean of Residence, and Dean of Nursing were included in the study since the population was so small without them. There were twenty-one (21) women administrators out of the total one-hundred ninety-seven (197) administrative positions between the nine institutions with enrollments of over 3,000 students. The institution with the largest enrollment, that of 20,000, had sixteen (16) top level administrative positions, but not one woman. Out of thirty-two (32) administrative positions listed for that institution, two (2) were women, that of Placement Officer and Acting Director of Personnel Services.

The interviews were based on a general format of topics to be discussed, but flexibility permitted greater input by those being questioned. Each interview lasted approximately one and one-half hours, which permitted considerable depth. The respondents were permitted considerable lattitude when answering the questions, and they were encouraged to talk as long and as freely as they wished on each topic.

In an effort to determine why more women do not choose administrative careers, women administrators (N-20) were asked to recommend faculty in their own institutions with comparable backgrounds. Faculty women (N-17) were recommended from the institutions by the top level administrative women involved. Upon recommendation and prior to the compilation of profile data about the administrator (A) each Faculty (F) was sent a letter requesting demographic data or resumes and a brief questionnaire to collect data about the career influences; career barriers; aspirations, and role conflicts of women faculty with backgrounds (age and circumstances) similar to the administrative women.

The mores of our culture also cause male and female academics to differ in the qualifications that are traditional criteria for advancement in careers in higher education--attainment of higher degrees, field of specialization, research productivity, length of employment, and others. Failure to take such factors into account limits the conclusions drawn about sex discrimination in higher education.

Nieboer (1975) compared the number of faculty and student women in higher education today to the number of administrators and indicated

that the number of top-level women administrators was far too low. Of course the stipulated reasons for this phenomenon have been widely discussed and investigated by males who expressed the problems in terms of institutional sexism, nepotism rules, and the family responsibilities of women. First hand accounts from top-level women administrators about how it feels to be at the top would help to project a less stereotyped and a broader conception of appropriate female roles for career aspirers. These are the women who must make it known to the establishment that women are interested and qualified. Likewise, however, we must have some guide to determine whether or not we have met the minimum qualifications common to women currently successful in the field. The results of the interviews were combined and summarized to provide a profile of the representative top-level woman administrator in an urban setting. The women are presented statistically from their questionnaire answers and in depth, through their words as expressed in the interviews. These top-level administrators do not represent all professional women. They compose a small sample drawn from a particular urban setting at a specific time. Strictly speaking, the study participants can only illuminate their own work experience and aspirations. Still, the possibility looms, that features of these women, even odd or minor ones, will be found among other contemporary professional women.

While this study is in no way representative of the total population, it does provide some interesting insights.

A summary of the data indicated many commonalities. A definitive profile was not evident, but a description of the top-level women administrators did emerge. This description is summarized in four categories--personal and educational background, attitudes toward their roles in the educational setting, career pathways, and aspirations.

The top-level woman administrator in institutions of higher education in the District of Columbia belonged to a very small group--(21) per cent of the 197 top level administrators. She served in the third level administrative position with a title of dean, was 47 years of age and had been in administrative work for thirteen years.

An investigation of educational background revealed that she was a Doctor receiving her Bachelor's degree at twenty-three years of age while she was still single, and before any sizeable meaningful employment. The Master's degree was earned after marriage and while holding a full-time job due to the financial status of the family at the age of thirty. The Doctoral degree was received some six to seven years later, at the age of 36.7.

A study of her family circumstances indicated that she received at an early age, a great deal of support and encouragement from her parents. She achieved a greater degree of formal education than either of her parents. She married at an early age, and had been married continously for 20 years. She considered marriage an advantage in many ways--both personally and in her career. There were no children. It is interesting to note that of the administrators who had children, most of the children had been born interspersed throughout their working years. They felt

that their children were no handicap to their careers. In fact, they found them an inspiration in many ways, e.g. in understanding other people and in assisting with the care of the home. There were three administrators with small children. These administrators indicated that their husbands were professional men. The husbands shared the responsibilities for the children and the home. Therefore, marriage and children posed no particular problem in their administrative work. However, the women felt responsible for the children, their activities and the chores of the house.

Even though the woman administrator had some difficulty identifying a woman model who inspired her interest to become an administrator, she indicated a primary motivation came from suggestions made by others--usually males she knew as her superiors. Twelve (12) women, out of the thirty-seven (37) in the study had role models--six (6) administrators and six (6) faculty. There was an equal breakdown of women in each group who had role models and the desire to become president of an educational institution. Three (3) administrators had role models and three (3) did not. Three faculty desiring to become president had role models and three did not. A great deal of encouragement and support for the idea was provided by her family and friends. Although the original idea to become an administrator was suggested by someone else, her reasons for accepting were based on her personal need for fulfillment through the desire to control policy and decision making and to have a greater creative and more positive impact upon the lives of people in higher education--students, faculty and staff. In her comments she expressed conflict between the socially expected role and the role she assumed as an administrator.

The decision to become an administrator was made later in her career. She derived much satisfaction from her work, and believed if she were to choose a career again, she would become a college administrator. Only four (4) women out of twenty (20) had chosen administration as a career at an early age. Those four (4) went directly into an administrative position from college. Every other administrator, except one, entered the administrative field by way of a teaching career.

In her professional life, teaching was her initial type of work. This was followed by various other positions in the educational setting, including supervisory and middle-management type jobs, until she achieved her present top-level position. She considered an administrative career as most satisfying, and felt that her career had lived up to her expectations. The most enjoyable part of her work was facilitating the growth of students, staff and the institution. She also enjoyed solving problems for students and felt a great deal of satisfaction when she became aware of the growth in the people and programs with which she was involved . Her greatest frustrations stemmed from the lack of adequate funds and dealing with the stereotypes of women. Even though she was aware of and had been affected by discrimination, she chose to ignore it, and to work within the system.

The personal characteristics which she felt were most necessary for a successful college administrator were a high degree of integrity and dedication, a broad knowledge of the issues in academe and an ability to enjoy and work with people. She felt that administrators are given adequate recognition when compared to other professionals; such as

professors, lawyers, and medical doctors, but that recognition must be earned whether the administrator is male or female. The woman administrator believed two of the main reasons for the scarcity of women in higher education administration were the sex role stereotyping which is taught early in life and the discrimination which results from the importance placed on sex differences on the job.

She thought that the number of women in top-level administrative positions could be increased by changing the attitudes of both men and women about women working at administrative levels and by encouraging women to prepare early for administrative work.

Based on her experience, she advised that a woman who is aspiring to do administrative work should learn to know herself and be herself, should gain a broad educational background with a variety of experiences, should be organised and flexible, should be objective, and should be aware that top level administrative work is stimulating, creative and rewarding.

The determinants used to describe feminist in this group of women were those women who seemed to demonstrate a high need for achievement and strong desire for fame --those who held less stereotyped and broader conceptions of appropriate female roles. They seemed to fit the descriptions of career salient, or the career-oriented, more competitive, more aggressive and managerial woman. Unlike the radical feminist, however, they did not totally reject the customary time-honored duties of women as much as they augmented these aspects of work as an essential feature of adult life.

The non-feminist were the more docile, self effacing and cooperative type, who were very vocal about the importance of their presence at home during the early years of the children, or in the evening and weekends to prepare meals, and perform the chores of the home or the "humanistic responsibilities" for their husbands.

A prime example of the general breakdown between feminist/non-feminist is indicated in the differences between possible work years and actual years worked. The administrative woman moved right through their academic programs, receiving a Bachelor's degree at age 23.7, the Master's degree at age 30.2, and the Doctorate degree at age 36.4; while the faculty received their bachelors at age 22.5, and did not receive the Master's degree until age 37, and the Doctorate degree at age 39.7. The faculty women had basically followed the typical work-life cycle for women--an initial period of continuous work; a period of non-participation, and a period of return to work after child-rearing.

A review of employment status by difference between possible work years (PWY) and actual work years (AWY) of the administrators indicates that they actually averaged working 5.2 years more than faculty women. Administrators had an average 25.9 possible work years. They had actually worked 24.0 years. Faculty had 31.2 possible work years and had actually worked 24.1 years. Therefore, administrators had lost only 1.9 work years while faculty lost 7.1 work years.

That the faculty group was more the non-feminist and less career-oriented is indicated by their answers to the work items as well. For them it was less important to work until after the children grew up than it was for the more feminist or the career-oriented administrator. And more feminist had an interest in working full-time while married and a mother of small children. Of the faculty (non-feminist) who desired to become administrators or a president, they were more influenced

by monetary features of the occupation than the feminist. It was important for them that the job have high income and a stable future. It was also important to faculty that the work be with people and helping others.

Another striking difference was found in the attitudinal items. The faculty group adhered more closely to stereotyped sex roles. They felt quite strongly that a mother should personally care for her young children during the day, and that rearing children is a mother's job. With reference to the question about adequate day care services, one faculty commented,"I do not want my children near my place of employment."

The women administrators represent a cross section of academic fields. The greatest number of administrative women-eight (8)-had chosen Liberal Arts as the field for a bachelors or their first degree, while the second highest number-five (5)-had chosen Social Sciences. The others were spread throughout several different fields accordingly--two (2) in the Natural Sciences; two (2) in Guidance and Counseling; and one (1) in Education.

The faculty women also had chosen Liberal Arts the greatest number of times-five (5); their second highest choice, was four (4) Education; then the others were spread throughout the social sciences-two (2); Natural Sciences-two (2); and one each in other fields.

While the first two choices in academic route for the Bachelor's degree were very similar for administrators and faculty, there was quite a difference in choice for the Master's degree. The greatest number of administrators-five (5) chose Liberal Arts for their Master's degree as well, but faculty women-five (5) chose varied specialties. The next highest choice for the Master's degree for administrative women was Education-four (4); then

Guidance and Counseling-three (3); then Student Personnel-two (2); but for faculty women Education was the second highest-three (3); then Liberal Arts-two (2); Social Sciences-two (2); then various specialties.

Again, for the PhD degree there was a large difference between the first choice of administrative women and faculty women. The administrative women-eight (8) chose the field of administration as a major, while faculty-six (6) chose varied fields. The administrative women-fourteen(14) chose education as their second highest choice at the doctoral level and Liberal Arts was third-two (2) for administrators. Again, Liberal Arts was second for faculty--three (3); and administration was third-two (2).

Therefore, it is apparent that no particular academic route could be drawn from the patterns of the administrators. They chose very different pathways.

If one looks at the academic routes by titles, we would find that the president started her career in a Liberal Arts major. Of the six (6) Vice Presidents, four (4) started in the Liberal Arts, while one (1) in Natural Sciences and one (1) in Education. The largest number of Deans-five (5) had begun their academic careers in the Social Sciences, with highest field, Liberal Arts, being the second chosen by three (3) Deans. The others were spread throughout the varied fields.

The President chose Liberal Arts as a first major field of study, four (4) out of the six (6) Vice Presidents chose Liberal Arts as a first major, only three (3) out of the thirteen deans chose Liberal Arts for a Bachelor's degree--an academic dean, the Dean of Fine Arts, and a Dean of Residence. Five (5) deans including the two Deans of Students and one (1) Dean of Residence had chosen Social Sciences as a first major. Only one (1)

administrator-- a Vice President, had chosen Education as a first major. Five administrators chose Guidance and Counseling as a second major; one (1) Vice President for Students; four (4) Deans, one (1) academic, one (1) Dean of Fine Arts, one (1) Social Services, and one (1) Dean of Residence. Five (5) administrators chose educational administration as the choice for a third major, one (1) Vice President for Students; four (4) Deans, the Graduate Dean, two (2) Deans of Students and a Dean of Nursing.

The administrators had time gaps of at least nine to twelve years between their first and last degree. The President had nineteen years between her first and last degree, the Vice Presidents ranged from five to twenty-years, with two (2) having five (5) to eight (8) years, two--nine (9) to (12)years, and two--seventeen (17) to twenty (20) years. The Deans ranged from two (2) to twenty-nine (29) years, only one Dean having two years as a gap; two (2) had five (5) to eight (8) years; four (4) had nine (9) to twelve (12) years; three (3) had thirteen (13) to sixteen (16) years; one (1) had twenty-three (23) years, and two (2) had over twenty-five (25) years.

Most (89%) of the women had experienced an interruption of some length in their formal education. For (92%), the last interruption occurred after they had begun graduate study. Another (55%) left school upon completion of their Bachelor's degree, while (80%) had some college before leaving, and only (20%) interrupted their education after high school graduation. More than three-quarters (85%) of the women administrators had completed their Doctorate; almost all of those who had not were currently enrolled, taking six credits or more, in a Doctoral program. Only one was not, but

she was already an Administrative Vice President and had no desire to become President. Sixty per cent (60%) of the faculty women also had Doctoral degrees. All faculty had Master's degrees; two without Doctorate degrees had double Masters. There was only one without the Doctorate who was currently enrolled in an educational program. (F) She was at the Dissertation stage, expecting to complete her work in 1977-78.

For the most part, these administrative women had attended private schools for their education. Sixteen (16) out of the twenty (20) administrators attended private institutions to obtain their Bachelor's degree. Sixteen also received their Master's degree from a private institution, not always the same one, and eleven received their doctorate from a private institution. A somewhat smaller portion of the faculty received their degrees from private institutions. Ten (10) faculty out of seventeen (17) received their bachelors from private institutions, eight (8) received their masters from private institutions and five (5) received their doctorates from private institutions.

Women employed by colleges and universities seemed to have a better possibility of becoming a top-level administrator than those employed in the elementary and secondary schools. Approximately thirty (30) per cent of the administrators started out in elementary and secondary schools with several positions being supervisory in nature. Twenty (20) per cent started out as clerical employees with the state, federal and private agencies. They lost many years as they moved up and down the ladder in middle management positions.

The women administrator's positions frequently showed growth professionally and in responsibility, but not by title. One example was the administrator who went from Assistant Professor to Assistant Dean to Director of Academic Administration which traditionally would be entitled Dean or Vice President for male administrators at most institutions.

The one president went from the title of elementary teacher to Director of a private school, to principal, to Superintendent of a public school, to President of a private college.

However, fifty (50) per cent of the administrators started out as college teachers moved to Department Chairpersons (35%) and 50% of the Deans moved to their positions from that of Department Chairperson. Five (5) of the six (6) Vice Presidents had also served as Department Chairpersons.

One interesting observation is that only seven (7) of the twenty (20) administrators had held the academic rank of Assistant Professor, and even fewer (4) had held the rank of professor.

Many coping mechanisms carry sex role labels in our culture (Wolman, 1975). The women administrators had mixed responses to the questions related to femininity and how they were treated by their colleagues, etc. Their responses reinforced Wolman's description. If the woman administrator acted friendly, she was thought to be flirting. If she acted weak, the men try to infantilize her, treating her as a "little sister," rather than a peer. If she apologizes for alienating the group, she is seen as a submissive woman knowing her place. If she asked for help, she earned a "needy female" label. If she became angry or tried to point out rationally, she was seen as competitive, in a bitchy unfeminine way. They agreed with Wolman that their "feminine" coping mechanisms increased

their perceived differences; "Masculine" ones threatened the men so that they were isolated even more. Therefore, any internal ambivalences about appropriate sexual role was constantly rekindled. The anxieties increase coping behaviors, which further serves to increase deviance on the part of the woman.

This perspective embodies the view that women not only learn "appropriate" feminine roles, including both attitudes and behavior, but they also learn that family and career are incompatible. The inconsistencies in attitudes as well as discrepancies between role conception and behavior was very much apparent in the interviews.

These women were successful as administrators but were trying to be "mavericks"--to keep everything in line. They felt they had to be the best on the job to hold the job, but guilt feelings about roles as wife and mother forced them to come home at night and try to keep the housework up to par, and the children's activities under control with or without assistance from the husbands. Yet, somehow they managed to derive enough satisfaction from their work to still feel the sense of fulfillment and the positive benefits from better organization of their lives required from the demands of administrative work and their roles of wife and mother. They, therefore, responded to the question: "Is administrative work too demanding?" with answers that administration was not too demanding, but that the variables which impact upon all persons in administration are very demanding; that it depends upon the woman a great deal; that it requires a great deal of time for anyone; that it requires flexibility and organization; and that social changes of the last decade have enabled

women to perform comfortably and effectively in all areas of employment.

The majority of the women administrators published articles and books during their careers. The number of publications ranged from "none listed" to "hundreds" of articles and the authorship of books which, in some cases, numbered at least nine (9). Seven (7) administrators out of twenty (20)--two (2) Vice Presidents and five (5) Deans--had no publications. The faculty had more publications. Only three (3) had no publications, and Some faculty indicated that they spent their periods writing,while home and rearing the children. Some faculty had published at least 15 articles and one faculty had published 26 books. Six out of the 17 faculty had published at least one book. And 50% or ten administrators had published at least one book.

Although women, as men, have the same drives for power, status, prestige and authority, they have been socialized in very different ways. Women's drives have had to take a circuitous route to their fulfillment because society has taught them that certain aggressive behaviors "are not ladylike." Consequently, women have learned to play certain games, be coy, do end-runs and manipulate in order to achieve their goals and fulfill their drives. Socialization of the American female also involves the transfer of behavioral expectations--young women are taught to be warm, expressive, dependent, creative, person-oriented and patient. These behaviors, which often are the basis of cooperation coupled with creative approaches to drive fulfillment, can lead women leaders to approach problems of their world and life in far different ways than previously was true in a male-dominated society.

Ninety-two (92) per cent of the administrators and ninety (90) per cent of the faculty had been honor students in college, and continue to receive numerous honors for achievements, service and dedication. They were recognized leaders in professional associations. They were also active in many, many organizations, and in their communities as well as in councils of national significance. Many served as presidents of groups, as chairpersons for significant college committees, and participate in numerous special activities, from television appearances and radio programs to lectures, panels, and editing books.

These women leaders in the study indicated that little effort was being made in their own institutions to prepare or to encourage women for positions of authority. Consequently, these women of relative success in their field find it difficult to aspire to any but the traditional roles of wife and mother, or faculty, or dean, or vice president, maybe. Would you say they are wise not to want to be President? Is it that their aspiration levels are too low? Those who did want to become President had certain stipulations such as a small suburban campus, no funding problems, etc.

We have suggested that there are strong forces that prevent women from achieving careers. These forces are found not merely in the world of work, but are also embedded in women's own conceptions.

Only nine (9) or forty-five (45) per cent of the administrators aspired to become president of an educational institution. Eleven (11) or fifty-five per cent did not want to become president and gave the following reasons:

"It's an outside job at present; there is little oportunity to influence policy." "I still prefer teaching and writing." I've gone as

far as I want to go." "Greater talent at teaching." "I know my limitations."

One interesting note here, is that the women administrators have indicated that they chose an administrative career because of the desire to influence policy. This was also a reason given for not wanting to become president. The vice presidents felt this task could best be accomplished at the vice president's level.

One-third of the women administrators desirous of becoming a president also had role models. They were also feminists, with one exception. One administrator described as non-feminist because she indicated a strong desire to get married and to stay home with the children while they were small, also answered the question about the desire to become president as, "probably." Two were married and one was single. One had three (3) adult children.

The faculty were divided in half with desires to become president. The fifty per cent or seven (7) who would like to become president were three (3) Assistant Professors and four (4) Associate Professors. Two (2) were currently serving as Assistant Deans and five (5) as Department Chairpersons. Six (6) of these women were married, and only one (1) had children. Again, they were all feminists.

Overall, this study provides some clear-cut differences between women who were in traditional, less career-oriented occupations; such as teaching and those in a non-traditional, strongly career-oriented occupation--the field of administration. The few non-feminist administrators were apparent in their responses related to role conflict of wife and mother versus administrative roles and the desires to retire, but waiting for the husband

to do so, or in comments like, "I know when I've reached my limit," in response to desires to be president.

On the whole, the faculty was the classical non-career oriented profile, both in terms of their expectations and work interests and their opinions and life styles.

Many of the subjects had made opposite decisions about their present occupations. These women had been faced with problems of interrupted education and careers; had selected various options but spoke freely of their experiences and concerns.

Women are joining the administrative field slowly and reluctantly these days. Nevertheless, most administrative positions in higher education continue to be dominated by men, and a woman often finds herself the only female in her work group. She must share her feelings about being the lone woman and try gently to raise group consciousness. She must not allow herself to feel lonely, however, in that position. This takes much patience, strength, and emotional stability. When we teach men to accept the loss of their all male groups, they will then see their hostility toward women as a group phenomenon, rather than something women deserve.

The women were frequently not allowed to compete freely for status. Their male colleagues labeled their assertiveness as bitchiness or manipulation, and appeared more threatened by competition with women than with each other. Women indicated their least acceptance was with Boards; College Administrators ranking second. The women felt that men tend to treat them as they felt about their wives. If they were comfortable and at ease at home and stable in their positions, they were more receptive of women administrators. Although the institution of higher education

places high value on the expression of feelings, when a woman shows her feelings or advocates its expression, emotionality on the part of the woman administrator becomes identified as feminine behavior.

It is particularly significant to note that the more education a woman acquires, the more likely she is to seek paid employment, irrespective of her financial status. It was evident in the interviews that these women's desires to contribute skills and talents to the economy were not for the financial rewards only, but to reap the psychic rewards that come from achievement, recognition and service to society.

Among all the women in the study, all demonstrated a high need for their work to provide opportunity for fullfillment. All consistently ranked fulfillment as their highest need for employment. Even though, some of these women were single. This work value crossed all demographic variables discussed. For these women it was clearly a central work value. They further evidenced a strong need to derive a sense of accomplishment and satisfaction from their work.

The desires of women to help people and to have some impact on the decisions which affect the lives of people they care about--students, faculty and staff,were evidenced in their responses to the desire to become president. The majority of the women did not want to become president and felt that the vice-presidential level was the place where they could carry out the functions and responsibilities most important to them. Those women who wanted to become president indicated they would not like the budgeting and fund-raising problems which go with the job.

CONCLUSIONS

1. Women must overcome the guilt feelings about care for the home and family. Guilt is a form of social control--terribly inhibiting. It is harder in periods of change to feel certain you are right. But we must make the decision about our lives and stick with it.
2. Women must help men and children to understand and share "human responsibilities" of maintaining themselves at home. Single men must cook and clean their apartments and do the laundry, so should married ones share these "human" responsibilities for themselves.
3. Women must seek access to positions which make the laws. Educational institutions are organizations with laws made by men; they reflect the interests and values of men.
4. Women must get involved in budget preparation; participate in internships, training programs. Their greatest frustration and only dissatisfaction with administration was the preparation of budget or fund raising activities. Budget problems were also indicated as the reason for not aspiring to the presidency.
5. Women leaders must seek and demand recognition in professional organizations other than the female organizations. Some regions with a limited number of women leaders should evaluate their recruitment approaches for encouraging female participation in professional organizations.
6. Women, through their publications and functions, should provide greater recognition for the unique and significant contributions of women leaders--past and present.
7. Professional groups need to examine participation of female members.

8. Women leaders must continue to explore their own attitudes toward leadership.
9. Since higher education is the key-stepping stone to high-level professions, it should socialize women both to aspire and to achieve such careers.
10. Whether or not to work, and when, and where, should be a woman's choice, whether or not she is a wife, a mother, a single person, etc. There should be no penalties for these choices.
11. Equally important is the principle of selection or individual merit--the most qualified applicant regardless of sex. To earn the rewards they seek and to win respect through performance and meaningful contributions, women will earn the self-fulfillment they desire.

RECOMMENDATIONS

1. Dealing with numerous and changing demands and performing a wide repertoire of roles should be recognized as normal. (Angrist and Almquist, 1975). Instead of struggling to unravel the threads of women's role conflict, the research task should be to analyze the contingency orientation, the strategies women use for meshing different roles. The idea that people manage to juggle, avoid manipulate, and interpret the scope of their behavior seems closer to reality, than that individuals act in terms of a single-role blueprint at any given time or place. Social roles are not static. And nearly all roles have some stretch about them so that the individual is free to interpret, juggle, and actually perform in a variety of ways. Angrist and Almquist suggest that it is more

"role-making" than role-taking."

2. Suggested implications for future research should also include the study of women leaders with varying life styles and family structures, participating in a workshop using role model techniques. This would allow for close interaction and the discussion of mutual problems with peers and role models. This would allow the women to support each other. Their ratings and spontaneous verbal evaluations should be very beneficial as an on-going therapy, which would be very difficult or impossible to provide in individual counseling. (Rice and Goering, 1977).
3. Many researchers would suggest that the way for women administrators to achieve success in the administrative world is to cultivate typical "male" characteristics--aggressiveness, toughness; political know-how; competitive spirit; ability to make quick, objective decisions without interference from emotions. The contention is that without these characteristics, a person can only be a liability to administration of higher education. To me, this is a poor commentary on the climate in which the administration game is played.

I agree with a few other researchers, that women should not take on the "male" characteristics, but should give a generous transfusion of typical "female" attributes to the administrative world to make it a better place in which to function--humanity, consideration, self-sacrifice, cooperation, altruism, gentleness, yes, even love. I can see that MBO could be implemented in an atmosphere of caring so much about people that compromises can be sought to save the human race, and yet individual happiness could be enhanced.

Ashley Montagu wrote in 1952, the following:

> Women love the human race; men are, on the whole hostile to it... So that unless men learn from women how to be more loving and cooperative they will go on making the kind of mess of the world which they have so effectively achieved thus far. And this is, of course, where women can realize their power for good in the world, and make their greatest gains. It is the function of women to teach men how to be human.

We must not let the price of an administrative position cause us to lose those characteristics which we value as women. It is time the educational institutions set the pace for administration with humanity, and I believe that it may well be necessary for women to lead the way.

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